DOCUMENT RESUME

ED 182 683 CS 005 221

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TITLE Survey of Graduates of Master of Science in Education: Reading Teacher Program, SUNY College at Brockport, Spring 1979.
PUB DATE 79
NOTE 25p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Education; *Graduate Surveys; Higher Education; Inservice Teacher Education; Masters Degrees; Questionnaires; *Reading Instruction; *Reading Research; *Teacher Education; *Teacher Programs; *Teacher Role

ABSTRACT

A study of 70 graduates of the Master of Science in Education: Reading Teacher Program at the State University of New York College at Brockport was conducted to seek information relevant to the program and to the professional careers of its graduates. It was found that graduates held strong leadership positions as evidenced by their professional roles, certification, inservice activities, and participation in professional organizations; that they were applying knowledge from their master's theses; that they had considerable interest in post-master's education; and that the unique emphases of Brockport's reading program upon research methodology, inservice presentations, the cloze procedure, and miscue analysis were used to a high degree by the graduates. (The questionnaire is included.) (TJ)

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SURVEY OF GRADUATES OF MASTER OF SCIENCE IN EDUCATION: READING TEACHER PROGRAM SUNY COLLEGE AT BROCKPORT SPRING 1979

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SURVEY OF GRADUATES OF MASTER OF SCIENCE IN EDUCATION:
READING TEACHER PROGRAM, SUNY COLLEGE AT BROCKPORT
SPRING 1979

A follow-up study of graduates of the Master of Science in Education: Reading Teacher Program at SUNY College at Brockport was conducted in the Spring of 1979. The purpose of the study was to seek information relevant to the program and to the professional careers of its graduates.

A total of eighty-six questionnaires was sent to graduates; 70 questionnaires were completed and returned indicating a response of 81%. This high percentage of return is evidence of the professional interest and commitment of the graduates of the program.

This study of recent graduates was timely. Brockport's reading program has received approval for New York State certification for the reading teacher. In addition Brockport has had a history of a well developed reading program. Recent graduates have received national recognition from prestigious reading organizations for their research and teaching activities.

Career opportunities for graduates of reading programs are expanding. One of the purposes of the study was to identify the leadership roles graduates are holding and to determine what guidance and in-service could be provided them as well as those students currently enrolled in the program.

Reading teachers are being asked to perform various instructional, supervisory and administrative functions in school settings. Information regarding the requirements of the school, the extent of duties in each area, and the percent of time required for each function was sought.

Additionally, information regarding the student's use of research for the Master's thesis as well as those students who had continued research after graduation was determined.

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*2 questionnaires were received after the closing date for recording the data.
3 questionnaires were returned due to incorrect addresses.

I. Professional Role

Fifty-seven percent of the sample were employed in specialized reading positions, namely: reading resource teacher, reading teacher, PSEN teacher, Title I reading teacher, and reading coordinator. Twenty-six percent reported they were classroom teachers. These results indicate over one-half of the graduates were in positions of leadership in the field of reading while approximately one quarter were using their preparation in reading as classroom teachers.

Approximately two-thirds of the respondents who are not teaching at present, plan to return as reading teachers and one-third as classroom teachers. One-third indicated an interest in receiving information regarding available reading teacher positions. It is of interest to note that over two-thirds of the sample who had temporarily left classroom and/or reading positions, plan to return to the profession as reading teachers.

About 70% of the respondents were teaching in the elementary school with the remainder teaching at the junior high, senior high and the adult levels. Over 80% of the subjects were employed full time with slightly less than 20% employed part time.

The length of time employed in the present position was highest in the 5-10 year category, next highest in the one year category, and slightly less for the 4-5 year category. As these results indicate, the majority of respondents were teaching full time at the elementary school level and had been employed for a period of 4-10 years.

In an analysis of responsibilities of the reading teacher, the data indicated slightly more than one-half of the time was spent in remedial

teaching, 12% in testing and making referrals, 11% in program development, and 11% in working and conferencing with teachers. The percent of time reported for conferencing with parents, program evaluation, selection of materials, administrative duties, and demonstration teaching ranged from 6% to 9%. Category "other" represented 8%.

Remedial teaching constituted according to the data more than one-half of the reading teacher's responsibilities. About 35% of the time was spent in program development, working and conferencing with teachers, and testing and making referrals. Other duties such as demonstration teaching and administrative duties made up the remainder of the time. This would suggest that the graduates of the program have been well prepared for their role responsibilities as these functions are an integral part of Brockport's program.

Approximately 52% of the respondents reported that teacher aides or paraprofessionals were a part of their program. Seventy-five percent of this group were non-voluntary, indicating a strong professional support for the reading programs in these schools.

Over 53% of the subjects reported receiving outside funding for their programs. Sources of funding included Title I (45%), PSEN (14%), Federal (10%) with Title VI, ESAA, ESEA, BOCES representing approximately 3% each. This outside funding represents the interest of various governmental agencies in the improvement of reading instruction in public schools.

The results demonstrate that the majority of graduates of Brockport's Master of Science in Education: Reading Teacher Program hold reading teacher positions and are teaching in the elementary school. They have been employed for a period of 4-10 years, spend over one-half of their time in

remedial teaching, are assisted by paraprofessionals and have received outside funding for their programs.

II. Certification

Almost all of the subjects hold dual certification: provisional reading teacher and permanent elementary. A smaller number hold certification at the secondary level with only one subject indicating certification in administration.

The majority reported that they were seeking permanent reading teacher certification. These results can be expected in view of the fact that in New York State certification for the reading teacher became effective September 1977 and requires two years of teaching as a reading teacher for permanent certification.

III. In-Service Programs

Thirty-six respondents replied that they had conducted in-service sessions in their positions as classroom teachers, reading teachers, resource teachers and reading coordinators. Therefore, it can be assumed that the remaining thirty-four had not conducted in-service sessions. Sixty-three percent of the sessions were reported to be organized for teachers and other reading personnel. About 22% of the sessions were planned for administrators and parents, with 14% directed toward college students and student teachers, teacher aides, paraprofessionals and personnel in Learning Skills Centers. The average number of participants in each session was estimated to be forty.

Eight-three percent of these sessions were conducted on an occasional basis while 16% were conducted on a regular basis.

The in-service sessions included topics such as specialized reading programs (information, implementation, and evaluation), diagnosis and remediation, language arts programs including literature and writing programs, comprehension and creative thinking, the reading process, reading in the content area and the development of teaching techniques.

Seventy percent of the sessions were requested by teachers and administrators. Fifteen percent were initiated by the respondents, teachers and administrators. Other sessions were requested by a committee, a college professor, parents, or were part of a mini-grant.

These results indicate that 51% of the graduates are assuming instructional leadership by conducting in-service sessions for teachers and other reading personnel, administrators and parents. The majority of these sessions requested by teachers and administrators were conducted on an occasional basis indicating that the in-service sessions were in response to problem areas and/or needs identified by teachers. Sessions were for the most part concerned with specialized reading programs, diagnosis and remediation, language arts including literature and writing programs, comprehension, the reading process, reading in the content areas, and the development of teaching techniques.

IV. Post Master's Education

Thirty-seven percent of the graduates have taken course work beyond the Master's degree and four percent have completed other advanced programs. Thirty percent completed course work at Brockport in the areas of reading, supervision, administration, Liberal Arts and "other."

Approximately 14% are matriculated in advanced programs which include the CAS certification program, other Master's programs, and Doctoral programs in reading and in administration.

Findings indicate that over 40% of the graduates have taken advanced courses beyond the Master's degree and that three-quarters of this number completed their course work at Brockport.

The percentage of graduates seeking advanced degrees in addition to those who have completed advanced degree programs reflects a strong professional commitment and interest in leadership roles.

Approximately 63% expressed an interest in taking Post Master's reading courses at Brockport. Present courses for which students expressed an interest were: Advanced Clinical Diagnosis, Psychology and Physiology of Reading and Instructional Leadership in Reading. Other areas of interest identified by the graduates were reading as it relates to content areas, learning disabled, the gifted, administration and language development.

The results demonstrate a support for and an interest in advanced reading courses offered at Brockport, and provide the reading faculty with direction for the development of such courses.

In addition, over 70% were interested in attending a one day symposium or conference at Brockport and suggested the following topics: Current Issues in Reading, Reading and Literature, Reading in the Content Areas, and Administration and Organization of Reading Programs. Forty-three percent expressed a willingness to present a paper or be a member of a panel at such a conference.

Approximately 59% were interested in a course meeting format in which the total class hours are organized into three Friday and Saturday sessions or a similar modification.

These results are in agreement with the previously demonstrated interest of graduates in advanced course work, and reflect the need for continued post-graduate programs and conferences.

V. Professional Activities

Professional Organizations

Approximately 85% of the graduates reported membership in professional reading organizations and 4% hold leadership positions in these organizations.

Approximately 68% reported that they regularly attend professional meetings and read more than one professional reading journal on a regular basis.

Fourteen percent have given a paper/report or been a member of a panel at professional meetings.

These results demonstrate that a high percent of the Brockport graduates have participated in professional organizations with some graduates serving in leadership roles.

Research

Thirty-four percent of the graduates have conducted individual research beyond their theses or have been involved in team research while 19% are currently participating in a research study.

Thirty-six percent indicated an interest in participating in a research study. Major areas of interest were: cognitive abilities and reading

achievement, thought and language, affective areas of reading, writing-reading skills of college students, the cloze procedure and the cloze procedure in the content areas.

These results reflect the emphasis upon professional leadership and research which is an integral part of the Reading Teacher Program at Brockport. It is of interest to note that topics such as cognition, the cloze procedure, writing skills, and reading in the content areas have been repeatedly cited by the graduates throughout this survey. These areas of interest can serve as a focus for research, conferences, program development and additional course offerings.

VI. Psycholinguistic Applications

Cloze Procedure

Approximately 69% of the sample reported a high to moderate degree of use of the cloze procedure. Thirty-one percent reported a low usage of the cloze procedure.

Purposes for using the cloze procedure were reported as follows: for developing comprehension 77%, for developing word recognition skills 41%, for diagnosis 27%, for developing psycholinguistic abilities 21%, for use as a pretest/posttest 16%, and for placement 13%. Respondents could check more than one area.

The majority indicated language arts as the area in which they used the cloze procedure to the greatest extent. Thirty percent reported using the cloze procedures in social studies with science and math areas receiving 7-8%.

Skill areas in which the use of the cloze procedure was reported included: comprehension (71%), context clues (67%), vocabulary (57%) with phonemic and structural analysis receiving 10% and 16% respectively.

Over half of the respondents reported use of the standard cloze, 40% reported use of the modified cloze and 36% reported use of the maze.

Thirteen percent had conducted research using the cloze procedure. To a great extent this research was reported in connection with the research for the Master's thesis.

Comments included:

"Use of the cloze enables children to better retain information, understand concepts and development semantic and syntactic sense."

"is a concrete method for evaluation."

"Use of the cloze procedure will increase in the future due to the Reading Competency tests."

The cloze procedure is being utilized in a variety of ways in the classroom and is considered an effective instructional and diagnostic tool. The New York State Competency Tests using the cloze procedure was listed by some graduates as a reason for seeking guidance in the use of the cloze procedure.

Miscue Analysis

Most respondents indicated using the miscue analysis for: informal diagnosis, screening, selection of appropriate materials and planning for instructional needs.

VII. Additional Findings

Evaluation of the In-Service Component[1]

Approximately 72% indicated a high to moderate degree of use of the information from the in-service presentations.

Comments:

"Emphasis on instructional leadership in reading has been helpful."

"I feel the course gave me a more integrated base from which to teach."

". . . have used many of the ideas in my own class and have brought back ideas to my own faculty."

". . . in addition to uses I've found myself, I have been able to make valuable suggestions to colleagues."

". . . I feel very prepared and confident of my abilities and skills as a result of my coursework at Brockport. Many of the In-Service presentations were superior to those I've attended this year [in my school district]."

Twenty-eight percent indicated a low degree of use of the information from the in-service presentations.

Comments:

"I'm not in a teaching situation."

"Haven't had the opportunity to use information as I do not have a full time position."

"Despite this low utilization, I would feel secure in the fact that I could do a good job (thanks to EDI 795)."

"Not required when I took the course."

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[1] In-service presentations are a requirement in the course EDI 795 Seminar in Reading Instruction. The purpose of this component is to simulate one of the professional roles of the reading teacher.

The in-service requirement for the Seminar course is strongly supported by the high percentage of positive responses thus justifying the continuation of this requirement. It can be pointed out that the low degree of use reported was due to the fact that some respondents were either not teaching or not at a grade level to use some of the information presented.

Research from Master's Theses

Approximately seventy-five percent indicated a high to moderate degree of utilization of the research from the Master's thesis.

Comments:

"The plans set up for research paper were incorporated in my classroom."

"I am using the cloze technique as an instructional tool."

"Several teachers have requested information and use instruments developed from my study."

"Parts of the thesis . . . aid in problem solving and stirring my creative thinking."

"Information from that research helps me to choose reading materials which will be motivating for my remedial readers . . . ."

"Have used creative thinking activities with other subjects. The research has aided me in my gifted committee work especially the review of literature regarding creativity and IQ."

"I have used the material in writing some books for primary-students."

Twenty-five percent indicated a low degree of use of the research.

Comments:

"Low degree only because my paper was finished three months ago. I intend to utilize it to a much higher degree."

"Difficult to say. It is more applicable to lower grades. Teachers have adopted a new supplemental reading program partly due to my research which emphasized auditory abilities including selective attention . . . ."

"Have not been involved at all in math [reading] instruction."

Approximately three-fourths of the graduates indicated a high to moderate use of the research from the Master's thesis. Those indicating a low degree of use were among those not teaching or teaching at a different grade level, or due to the recency of the completion of the research.

Comments Regarding the Master's Program

Comments regarding the Reading Teacher program at SUNY College at Brockport were positive.

"Recommend that the reading program remain theoretically oriented. Prospective teachers must have grasp of the reading process and be acquainted with current research in reading . . . ."

"Feel confident in my ability as a reading teacher."

"I feel the program was excellent. . . . I received a very good background in reading . . . ."

"I found the program an excellent preparation for the job."

"The research and diagnostic aspects of the program were excellent. I wish I had acquired more instructional method information . . . ."

"Keep doing what you are doing. I think I've been well prepared for the job. In many instances in comparing notes with reading colleagues, I feel I've been better educated."

Suggestions[2] for changes included the following:

"Require more reading courses in program. I found these to be the most informative."[3]

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[2]Some of the suggestions have been incorporated into the program and others will be considered by the reading faculty.

[3]Six additional hours of reading are now required in the competency based program.

"Include training in supervision and interpersonal relations . . . ."

"More one to one practical experience with children who are having reading difficulty."

"More aid in working with teachers. Excellent preparation in working with students."

The reading faculty is gratified with the positive feedback received from Brockport's graduates. Suggestions for modifications and additions, including (1) more required hours in reading, (2) additional work with students on a one-to-one basis, and (3) the extension of the Seminar from three hours of credit to six, will be presented at the next policy board meeting.

Conclusions

1. Graduates hold strong leadership positions as evidenced by their professional roles, certification, in-service activities, and participation in professional organizations.

2. Graduates are applying knowledge from the research from their Master's theses and utilizing research techniques developed throughout the program.

3. Considerable interest was evidenced in post-Master's education through course work, conferences and research activities.

4. The unique emphases of Brockport's reading program upon research methodology, in-service presentations, the cloze procedure and miscue analysis are used to a high degree by the graduates.

SURVEY OF GRADUATES OF MASTER OF SCIENCE IN EDUCATION: READING TEACHER PROGRAM SUNY COLLEGE AT BROCKPORT SPRING 1979

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SURVEY OF GRADUATES OF MASTER OF SCIENCE

IN EDUCATION: READING TEACHER PROGRAM,

SUNY COLLEGE AT BROCKPORT

Name _____

Address _____

_____

Telephone _____

Date _____

PROFESSIONAL ROLE

1. Present teaching position.

_____Classroom Teacher
_____Reading Teacher
_____Reading Resource Teacher
_____PSEN Teacher
_____Title I Reading Teacher
_____Reading Coordinator
_____Supervisor
_____Principal
_____Other (Explain)

2. Check the appropriate teaching level or levels.

___K, ___1, ___2, ___3, ___4, ___5, ___6, ___7, ___8,

___K-12, ___K-3, ___K-6, ___1-3, ___1-6, ___4-6, ___7-8, ___9-12

___College ___Other

___Adult

3. Employed part-time _____, full-time _____.

4. Length of time employed in this position. (June 1979 inclusive)

___6 months ___4-5 years
___1 year ___5-10 years
___2 years ___Other
___3 years

5. Employment other than teaching.

_____

6. If not presently employed, indicate the grade level(s) previously taught.

_____ ___number of years

7. Do you plan to return to teaching? ___ yes ___ no

____as a classroom teacher ____as a Reading Teacher
____other

8. Are you interested in receiving information regarding available teaching positions?

___ yes ___ no

9. Reading Teacher Responsibilities
If appropriate, please complete this category:

In the space provided, indicate your responsibilities and the percent of time spent on each. (0,5,10,15,20,25,50)

_____Administrative Duties
_____Demonstration Teaching
_____Remedial Teaching
_____Program Development
_____Evaluation and Selection of Materials
_____Working/Conferencing with Classroom Teachers
_____Conferencing with Parents
_____Testing and Referrals
_____Program Evaluation
_____Other (Explain)

What kinds of help do classroom teachers seek?

_____

_____

Are Paraprofessionals or Teacher Aides a part of your program?

_____yes _____no

_____voluntary _____non-voluntary

_____number participating in the program

Does your program receive outside funding?

_____yes _____no

If so, what is the source of funding?

_____

CERTIFICATION

1. Certification presently held.

_____Elementary _____Reading Teacher
_____Secondary (Indicate Field) _____Other (Specify)
_____

2. What certification are you currently working toward?

_____

IN-SERVICE PROGRAMS

1. Have you conducted In-Service sessions as a:

   _____Classroom Teacher
   _____Reading Teacher
   _____Resource Teacher
   _____Reading Coordinator
   _____Supervisor
   _____Other

2. To what group or groups have the sessions been directed?

   _____

   Approximately how many persons were involved? _____

3. How often have you presented In-Service sessions?

   _____on a regular basis, e.g. weekly, monthly (Specify)

   _____occasionally

4. What has been the focus of the sessions?

   _____

   _____

5. Were the sessions initiated by you or requested by teachers or administrators?

   _____

POST MASTER'S EDUCATION

1. Number of graduate hours beyond the Master's Degree completed at SUNY College at Brockport?

   _____Reading _____Administration _____Other (Specify)
   _____Supervision _____Liberal Arts

2. Number of graduate hours beyond the Master's Degree completed at other Colleges?

   _____Reading _____Administration _____Other (Specify)
   _____Supervision _____Liberal Arts

3. Are you presently matriculated in an advanced degree program?

_____ yes _____ no

If matriculated, indicate the program.

_____ CAS Certification Program (Identify)
_____ Doctoral Program
_____ Reading
_____ Administration
_____ Other
_____ Other

_____ College or University

_____ Date of anticipated completion of program

4. Have you completed an advanced certification or degree program?

_____ yes _____ no

_____ Type of program
_____ Institution
_____ Date completed

5. Would you be interested in enrolling in advanced courses in Reading Instruction offered in Brockport?

_____ yes _____ no

Indicate the courses if available in which you would enroll.

_____ Instructional Leadership in Reading
_____ Advanced Clinical Diagnosis
_____ Psychology and Physiology of Reading
_____ Internship in Reading

Indicate any other course or content area related to Reading you would like offered at SUNY College at Brockport.

_____

_____

6. Would you be interested in a course meeting format in which the total class hours are organized into three Friday, Saturday sessions or a similar modification?

_____ yes _____ no

7. Would you be interested in attending a one day Symposium or Conference sponsored by the College at Brockport?

_____ yes _____ no

Indicate the topic(s) _____

_____

8. Would you be willing to present a paper, or be a member of a panel at such a meeting?

_____ yes _____ no

PROFESSIONAL ACTIVITIES

1. Indicate the professional reading organizations to which you belong.

_____ Rochester International Reading Association
_____ International Reading Association
_____ College Reading Association
_____ National Council of Teachers of English
_____ Other (Explain)

2. Do you presently hold an office in any professional organization?

_____ yes _____ no

Indicate the position and the organization.

_____

3. In the past have you held leadership positions in any of the above professional organizations?

_____ yes _____ no

Indicate the position, organization and length of service.

_____

_____

4. What professional meetings or conferences do you regularly attend?

_____ Rochester IRA
_____ NYSTRA
_____ IRA
_____ CRA
_____ Other

5. What professional journals do you read on a regular basis?

_____ Reading World
_____ Reading Teacher
_____ Journal of Reading
_____ Reading Research Quarterly
_____ Language Arts
_____ Other

6. Have you presented a report, paper, or been a member of a panel at any professional meeting?
If so, describe fully.

_____

_____

7. Have you conducted any research?

_____ individually _____ as a member of a team

Explain: _____

_____

8. Are you currently participating in any research study?

_____ yes _____ no

Explain: _____

_____

9. Are you interested in participating in any research study?

_____ yes _____ no

Area of concern: _____

_____

GENERAL

1. To what extent have you utilized information from the In-Service presentation made in the course, EDI 795 Seminar in Reading Instruction?

_____ high degree _____ moderate degree _____ low degree

Comments:

_____

_____

2. To what extent have you utilized the research for/from your thesis or colloquial paper?

_____ high degree _____ moderate degree _____ low degree

Comments:

_____

_____

3. Would you be interested in working with Reading Interns from SUNY College at Brockport?

_____ yes _____ no

4. What suggestions can you make regarding the Master of Science in Education: Reading Teacher Program at Brockport?

_____

_____

_____

CLOZE PROCEDURE

This section is designed to investigate the degree to which psycholinguistic research is integrated into classroom practice. One area, the cloze procedure, has been chosen for study.

1. To what extent do you utilize the cloze procedure?

_____ high degree _____ moderate degree _____ low degree

2. For what purposes have you used the cloze procedure?

_____develop psycholinguistic abilities
_____develop word recognition skills
_____develop comprehension skills
_____diagnosis
_____as a pretest/posttest
_____placement in instructional groups (determining reading level of individual students)

3. In what content areas do you use the cloze procedure?

_____ social studies
_____ science
_____ math
_____ language arts

4. In what skill areas do you use the cloze procedure?

_____ phonemic analysis
_____ structural analysis
_____ context clues
_____ comprehension
_____ vocabulary

4. Check the type of cloze used.

_____ standard cloze (every 5th word deletion)
_____ maze (multiple choice)
_____ modified cloze, e.g. lexical cloze

5. Have you conducted any research using the cloze procedure?

_____ yes _____ no

Explain: _____

_____

6. General comments and recommendations for using the cloze procedure:

_____

_____

_____

* * * * * * *

In what way do you utilize the concept of miscue analysis in your instructional program?

_____

_____

_____